

# Academic Policies and Procedures

## CLASSIFICATION OF STUDENTS

Students are classified on the basis of semester hours of work successfully completed, as follows:

1. Freshman: A student who has earned fewer than 30 semester hours credit.
2. Sophomore: A student who has earned 30 or more semester hours credit.
3. Junior: A student who has earned 60 or more semester hours credit.
4. Senior: A student who has earned 90 or more semester hours credit.

## NEW STUDENT ORIENTATION

Each semester, students new to ABAC are required to attend a two-part orientation program prior to entering the college. Orientation sessions are conducted at various times and locations to serve our students. The Orientation programs are designed to assist the student in making the transition into college a rewarding educational experience. Exceptions are made for bachelor degree or higher college graduates, joint enrollees, transient students, and ACE students.

The first part of the orientation program is Advising and Registration Day. The programs at these sessions include group and individual academic advising and registration for courses. The second part is Welcome Week. Welcome Week occurs the week prior to classes and is an opportunity for students to get acclimated with college life, meet new students, and prepare for the semester.

Orientation sessions are held during the summer for new students who enter fall semester. The student is given an opportunity to select the session to attend. Additional sessions are held prior to spring and summer semesters. Students who enter spring semester, are invited to attend the fall Welcome Week activities.

A non-refundable orientation fee is charged for each student to cover the costs of meals and other services.

## COURSE LOAD AND ATTENDANCE

The normal course load for a full-time student is 15 semester hours per semester. In addition, PHED 1100 and two PE activities are required. Ordinarily this course load will consist of five courses of three semester hours each, which meet one, two, or three days per week. The upper limit is 18 semester hours. A student with a cumulative Institutional GPA of 3.0 or better may carry additional course work.

## COLLEGE POLICY ON CLASS ATTENDANCE

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. The interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. Therefore to attain maximum success, students should attend all their classes, be on time, and attend all scheduled course activities. Absence from class, for whatever reason, does not

excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Individual instructors will establish attendance policies for each class, will publish the policy in the course syllabus, and keep attendance records. The penalty for absences is at the discretion of the instructor and may include failure of the course. Whenever a student is absent, the student must assume responsibility for making arrangements for any assignments missed due to the absence.

A student who stops attending class without officially withdrawing will still receive a grade for the course.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

### INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

is authorized to use the college name in public relationships outside the institution;

regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);

represents the college as a part of a group and not as an individual;

represents the college under the direct supervision of a college faculty or staff member; and

is authorized, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

### WITHDRAWALS

**Dropping Classes:** If a student needs to reduce his/her course load during a particular semester, that student may officially withdraw from a class with a grade of "W," provided he/she takes this action before the mid-point in the semester or session (see the college calendar) or if very unusual circumstances require the withdrawal after the mid-point. After midterm, a student withdrawing from a class will receive a "WF". The student who wants to withdraw from a course must first see his/her academic advisor for permission to withdraw. At that point the advisor completes a drop form and the student follows the steps outlined on the form and submits it to the Enrollment Services Office. See the "Change of Schedule" section below for further information. Although a "W" has no impact on the GPA, the student should be aware that there are possible negative Financial Aid ramifications in withdrawing from any class. A "WF" has an impact on the GPA and may have possible negative Financial Aid ramifications in withdrawing from any class.

**Total Withdrawal from the College:** Any student who voluntarily withdraws from the college must first consult the Enrollment Services Office. A student who withdraws from the college prior to mid-term will receive a "W" in all classes in which

he/she is enrolled. A student who withdraws from the College after mid-term will receive a "WF," unless significant mitigating circumstances exist and the student is passing the class at the time of withdrawal.

**Withdrawal from Learning Support Courses:** A student who wishes to withdraw from a required learning support course must also withdraw from any college-level courses in which he/she is enrolled. This requirement does not apply to Regents' remediation courses.

**Medical Withdrawal:** Prior to mid-term, medical withdrawals are the same as any other official withdrawal from the college. The student will receive "W's" in all classes. After mid-term, a student seeking a medical withdrawal must submit medical documentation from a physician and/or hospital to the Student Development Office. If the Medical Withdrawal Committee determines that a student be totally withdrawn from classes for a given term for medical reasons, the Student Development Office will notify the student's instructors and the following Offices: Registrar, Business, Financial Aid and Housing. The student will be given the grade of "W" in all classes if the student was passing the classes at the time of withdrawal. In cases that the instructor and other College officials are not notified by the Student Development Office due to incomplete medical documentation, assignment of a "W" is strictly up to the individual instructor's discretion. In all cases, it is the student's responsibility to keep the instructor informed of any situation which affects class attendance.

**Medical Withdrawal for a Prior Semester:** Medical withdrawals for prior semesters will be granted only if the student can provide adequate documentation that the medical condition for which the student withdrew was such that the student or family members could not contact the College before the semester ended.

### CHANGE OF SCHEDULE (DROP/ADD)

A student is discouraged from changing schedules after classes begin. However, consideration is given to every request for a change in a student's program, and recommendations are made in accordance with the educational goals and the individual needs of the student.

If, after registration, a change in schedule becomes necessary, all changes should be made at the beginning of the semester during the official drop/add period. The official drop/add period is published in the official college calendar. **No refund will be made for a dropped course after the official drop/add period.** During the drop/add period, students may change their schedule through Banner Web.

### ACADEMIC CONDUCT CODE

#### A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

#### B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice

President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.
4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

### **C. Appeals Process**

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
  - A violation of due process
  - Prejudicial treatment by the original hearing body
  - New evidence has become available which was not available at the time of the hearing.

3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

### **RESIDENCY REQUIREMENTS FOR GRADUATION**

Resident credit is defined as credit earned at Abraham Baldwin. In order to be eligible for a bachelor's degree from Abraham Baldwin, the student must complete at least 30 semester hours toward the degree in residence at ABAC. In order to be eligible for a transfer degree (Associate of Arts or Associate of Science) from Abraham Baldwin, the student must complete at least 20 semester hours toward the degree in residence at ABAC. To be eligible for any career-technological degree (A.A.S), the student must complete at least 30 hours toward the degree in residence at ABAC. In order to be eligible for a certificate from ABAC, the student must complete at least 2/3 of the credit hours required for the certificate in residence. Transfer, CLEP, Advanced Placement, Physical Education and Freshman Seminar credit do not count as resident credit.

### **ABAC 1000 - FRESHMAN SEMINAR COURSE**

The College offers entering students a freshman seminar course (ABAC 1000). This course is strongly recommended for all students and covers information considered essential for a successful transition to ABAC. The following outcomes are essential to student success and are emphasized in ABAC 1000 – Students will demonstrate goal setting and time management skills; acceptance of academic responsibilities and policies to include punctuality, regular attendance, appropriate classroom behavior, homework preparation, note taking, textbook reading, listening, and exam preparation; an awareness of learning resources available on campus; knowledge of resources and procedures for advisement, registration, and financial aid; and awareness of concerns and issues related to civic responsibility and cultural diversity.

### **PHYSICAL EDUCATION REQUIREMENTS**

All students (with the exceptions noted herein) will be required to take two activity courses and the Health & Wellness class (PHED 1100.) The Health & Wellness class is a graduation requirement for all students except those graduating in the ADN

Nursing program. The Health & Wellness requirement applies even if the student is exempt from activity courses. A student must select two different activity courses to fulfill the physical education requirement. Students enrolled in certificate programs with less than 20 hours of course work will not be required to complete these courses.

Veterans with 180 days or more active military duty must file a copy of their DD 214 with the Office of Enrollment Services to receive two hours of physical education activity course credit. Veterans exempting their activity requirement through military service are required to successfully complete PHED 1100 as a graduation requirement.

Most physical education courses (labeled PHED) meet twice a week and are assigned one (1) hour credit.

Physical education course grades are calculated in all grade point averages.

Students who have earned an associate's or bachelor's degree from another institution will be considered to have met all physical education requirements for graduation from Abraham Baldwin Agricultural College.

### **COMPETENCY REQUIREMENT IN HISTORY AND CONSTITUTION**

Every student who receives an associate degree or certificate of more than 19 hours from a University System of Georgia institution is required by the Georgia legislature to show competency in United States and Georgia history and a knowledge of the constitutions of the United States and Georgia. Successful completion of POLS 1101 may be used to fulfill the constitution requirements for both career-technology and college-transfer students. Successful completion of HIST 2112 may be used to fulfill the history competency requirements. A student who transfers American History and/or Political Science courses from institutions outside the state must also fulfill the legislative requirements in Georgia history and/or Constitution by examination. A.D.N. nursing program students may meet both U.S. and Georgia competency requirements by examination in lieu of the designated courses.

### **COMPUTER COMPETENCY**

A computer competent person understands the capability of computers, as well as the computer-related peripherals, and is able to apply that knowledge to solve problems (personal and professional) and to further his/her overall knowledge. Specifically, a person of minimal computer competency has a basic working knowledge of operating systems, word processing and information retrieval, which includes but is not limited to, use of the Internet, e-mail, on-line library services, and/or other remote services. In addition to level-one competencies, a person of moderate computer competence will have some mastery of the use of spreadsheets, database management, telecommunications, multimedia, and graphic applications. In addition to levels one and two, a person of advanced computer competence will also be proficient in the use and manipulation of specialized software such as statistical analysis packages and computer assisted drafting (CAD) programs, familiar with network concepts, and knowledgeable of a programming language such as Pascal.

Minimum computer competency, which is a requirement for graduation from the College, can be demonstrated through successful completion of, or exemption from, CISM 2201 or higher computer course. For exemption information, contact the School of Business.

### **SPEECH COMPETENCE**

Minimum speech competence, a requirement for graduation, can be demonstrated through successful completion of COMM 1000 or COMM 1100. BUSA 2105, successfully completed Fall 2007 or later, demonstrates speech competency for Business Administration majors only.

### **PLACEMENT BY EXAMINATION**

A student with high SAT/ACT math scores may exempt College Algebra. This enables him/her to begin in Pre-Calculus or Trigonometry. Trigonometry may be exempted by acceptable scores on CLEP or departmental examination. A student who scores below the college's minimum level on the placement examination is required to successfully complete learning support math before attempting Mathematical Modeling, College Algebra, or other math courses.

### **CREDIT FOR NONCREDIT COURSE WORK**

Although rare, the College awards academic credit for course work taken on a noncredit basis only when there is documentation from a nationally recognized educational organization that the noncredit course work is equivalent to a designated credit experience. The credit must also be approved by the appropriate school dean.

### **CREDIT BY EXAMINATION**

A regularly enrolled student may earn credit for some courses offered by the college, at the discretion of his/her academic advisor and the school dean, by successfully completing a comprehensive proficiency examination. While rare, this method of receiving college credit can reward students who have experienced significant learning experiences through occupational or non-traditional means. Application for such examination must be made to the school dean for the course being challenged. Credit by examination cannot be earned for any course which has been previously attempted by the student. Credit earned by examination will be entered on the student's record, will be counted as credit for graduation, and may be transferable to other institutions in the University System of Georgia. Credits earned by examination are not included in computing grade point averages because a letter grade is not assigned.

### **ADVANCED PLACEMENT PROGRAM (AP)**

Abraham Baldwin participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Through this program a high school student who plans to enroll at Abraham Baldwin can take AP examinations in several subject areas. Generally, if a student scores a "3" or higher on one or more examinations, the college will provide regular college credit in the subject areas of the exam(s), provided that the subject area(s) are taught by the college. In this way a high school student can gain college credit and/or advanced placement at Abraham Baldwin before actually beginning the college freshman year. Persons desiring further information about the Advanced Placement Program should contact their high school counselor.

Because of variation in credit awarded by different USG institutions, any student who is awarded AP credit at ABAC should determine what AP credit is accepted at their preferred transfer institution. Students should adapt their course work at ABAC to meet the requirements of their intended transfer institution.

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**CREDIT-BY-EXAMINATION POLICY FOR AP EXAMINATIONS**

AP Examination	Minimum Score	ABAC Course Credit	Semester Hours
Art History	3	ARTS 2213	3
Biology	3	BIOL 2107/L	4
	4	BIOL 2107/L, BIOL 2108/L	8
Calculus AB	3	MATH 1113, MATH 2053	8
Calculus BC	3	MATH 2053, MATH 2054	8
Chemistry	4	CHEM 1211/L (May challenge , see CHEM 1212/L School of Sci/Math)	4
	5	CHEM 1211/L, CHEM 1212/L	8
Computer Science	3	CSCI 1301	4
Econ-Macro	3	ECON 2105	3
Econ-Micro	3	ECON 2106	3
English Lang/Comp	3	ENGL 1101	3
	5	ENGL 1101, ENGL 1102	6
English Lit/Comp	3	ENGL 1101	3
	5	ENGL 1101, ENGL 1102	6
Environmental Science	3	SCIE 1005/L	4
European History	3	ELECTIVE IN CORE AREA E *	3
French	3	LANG 12XX **	3
	4	LANG 12XX, LANG 21XX **	6
	5	LANG 12XX, LANG 21XX, LANG 22XX **	9
German Language	3	LANG 12XX **	3
	4	LANG 12XX, LANG 21XX **	6
	5	LANG 12XX, LANG 21XX, LANG 22XX **	9
Government & Politics	3	POLS 1101	3
Human Geography	3	GEOG 1101	3
Latin	3	LANG 12XX **	3
	4	LANG 12XX, LANG 21XX **	6
	5	LANG 12XX, LANG 21XX, LANG 22XX **	9
Music Theory	3	MUSC 1134, MUSC 1135	4
Physics B	5	PHYS 1111/L, PHYS 1112/L	8
Physics C	3	PHYS 1111/L, PHYS 1112/L	8
	5	PHYS 2211/L, PHYS 2212/L	8
Psychology	3	PSYC 1101	3
Spanish	3	SPAN 1002	3
	4	SPAN 1002, SPAN 2001	6
	5	SPAN 1002, SPAN 2001, SPAN 2002	9
Statistics	3	MATH 2000	3
Studio Art	3	ART ELECTIVE	3
US History	3	HIST 2111	3
	5	HIST 2111, HIST 2112	6
World History	3	HIST 1111	3

- \* This elective may be used in the core curriculum Area E to meet three hours of the "choose 6 hours" requirement.
- \*\* LANG 12XX, 21XX, and 22XX may be used in the core curriculum Area B or Area C to meet the "foreign language (1002 or higher)" requirement.

### INTERNATIONAL BACCALAUREATE (IB) CREDITS AT ADMISSION

ABAC recognizes that a strong predictor of college success is a rigorous high school curriculum. In that regard, we applaud students who choose to enroll in more challenging courses and programs, such as honors courses, AP courses, dual/joint enrollment, and the IB program. When appropriate and there is **evidence that the course work is comparable to a college course**, ABAC will award college course credit for IB credit following the guidelines outlined below:

- Semester credit hours and course credit will be given for **diploma completers only**

#### Semester Credit Hours Granted

<u>Score</u>	<u>Standard Level</u>	<u>Higher Level</u>
4	0	3-4
5	0-4	3-8
6-7	3-8	3-12

- The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers – determinations of course comparability will be made by the respective departments; the range in credit hours allows for a match with particular courses, including labs.
- The **total college course credits awarded for IB assessments may not exceed 24**.
- IB policies will apply to both resident and non-resident students.
- A student may opt not to take the credit if he or she sees that it may disadvantage him or her in some way.

In addition, the following may be allowed:

- After the appropriate core courses are credited, if the student (diploma completer) has additional acceptable IB assessment scores (4 or better for HL, 5 or better for SL) that have not been awarded course credits, ABAC may award credit for other lower-division courses outside of the core for up to a maximum of 24 credits (total).
- ABAC may choose to award credit to students who did not complete the diploma program but were awarded a certificate for completion of a specific subject area for Higher Level courses with an assessment score of 4 or better.

### COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

A student enrolled at Abraham Baldwin may earn full credit for certain courses by achieving acceptable scores on the College Level Examination Program tests. With a few exceptions, adequate test scores will match and substitute for specific courses in the current catalog. CLEP Tests are computer based and individually administered by the Student Development Center staff. All test results are evaluated by the Office of Enrollment Services and if credit is earned the results are recorded by course, course number, and semester hours earned. Successful CLEP tests are credited toward graduation but do not carry grades or quality points. CLEP credit is transferable within the University System of Georgia. Students interested in learning more about

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the College Level Examination Program should contact the Office of Student Development. Pre-registration and payment are required.

### CREDIT-BY-EXAMINATION POLICY FOR CLEP EXAMINATIONS

<b>Composition And Literature</b>	<b>Minimum Score</b>	<b>ABAC Course Credit</b>	<b>Semester Hours</b>
American Literature	50	ENGL 2131/2132	3
Analyzing and Interpreting Literature	50	No Credit	---
English Composition w/Essay	50	ENGL 1101	3
English Literature	50	ENGL 2121/2122	3
Freshman College Composition	50	No Credit	---
Humanities	50	HUMN 2221, HUMN 2222	6
<b>Foreign Languages</b>	<b>Minimum Score</b>	<b>ABAC Course Credit</b>	<b>Semester Hours</b>
French Language – Level 1 (two semesters)	50	LANG 11XX, LANG 12XX *	6
French Language – Level 2 (four semesters)	59	LANG 11XX, LANG 12XX, LANG 21XX, LANG 22X *	12
German Language – Level 1 (two semesters)	50	LANG 11XX, LANG 12XX *	6
German Language – Level 2 (four semesters)	63	LANG 11XX, LANG 12XX, LANG 21XX, LANG 22X *	12
Spanish Language – Level 1 (two semesters)	50	SPAN 1001, SPAN 1002	6
Spanish Language – Level 2 (four semesters)	66	SPAN 1001, SPAN 1002 SPAN 2001, SPAN 2002	12
<b>Social Sciences and History</b>	<b>Minimum Score</b>	<b>ABAC Course Credit</b>	<b>Semester Hours</b>
American Government	50	POLS 1101	3
US History I: Early Colonizations to 1877	50	HIST 2111	3
US History II: 1865 to the Present	50	HIST 2112	3
Human Growth and Development	50	PSYC 2103	3
Introduction to Educational Psychology	50	No Credit	---
Principles of Macroeconomics	50	ECON 2105	3
Principles of Microeconomics	50	ECON 2106	3
Introductory Psychology	50	PSYC 1101	3
Social Sciences and History	50	No Credit	---
Introductory Sociology	50	SOCI 1101	3
Western Civilization I: Ancient Near East to 1648	50	Area E Elective **	3
Western Civilization II: 1648 to Present	50	Area E Elective **	3
<b>Science and Mathematics</b>	<b>Minimum Score</b>	<b>ABAC Course Credit</b>	<b>Semester Hours</b>
Biology	50	BIOL 2107, BIOL 2107L	4
Calculus	50	MATH 2053	4
Chemistry	50	CHEM 1211, CHEM 1211L	4
College Algebra	50	MATH 1111	3
College Algebra-Trigonometry ***	50	MATH 1113	4
Natural Sciences	50	No Credit	---
Precalculus	50	MATH 1113	4
Trigonometry	50	MATH 1112	3

Business	Minimum Score	ABAC Course Credit	Semester Hours
Principles of Accounting ***	50	ACCT 2101, ACCT 2102	6
Financial Accounting	50	ACCT 2101	3
Introductory Business Law	50	BUSA 2155	3
Information Systems & Computer Applications	50	CISM 2201	3
Principles of Marketing	50	MKTG 2175	3
Principles of Management	50	MGMT 2165	3

\* LANG 12XX, LANG 21XX, and LANG 22XX may be used in the core curriculum Area B or Area C to meet the "foreign language (1002 or higher)" requirement.

\*\* This elective may be used in the core curriculum Area E to meet three hours of the "choose 6 hours" requirement.

\*\*\* Exam no longer available. Information provided for students who have already taken exam.

### DSST (FORMERLY DANTE) CREDIT BY EXAMINATION PROGRAM

A student enrolled at Abraham Baldwin may earn full credit for certain courses by achieving acceptable scores on the DSST (formerly DANTE) Tests. With a few exceptions, adequate test scores will match and substitute for specific courses in the current catalog. DSST Tests are paper-and-pencil and individually administered by the Student Development Center staff. All test results are evaluated by the Office of Enrollment Services and if credit is earned the results are recorded by course, course number, and semester hours earned. Successful DSST Tests are credited toward graduation but do not carry grades or quality points. DSST credit is transferable but student must check with the receiving institution to verify credit acceptance. Students interested in learning more about the DSST Testing Program should contact the Student Development Center. Pre-registration and payment are required.

### CREDIT-BY-EXAMINATION POLICY FOR DSST TESTS

DSST Test Number and Title	ACE Recommended Score	ABAC Course Credit	Semester Hours
461 Art of the Western World	48	ARTS 2213	3
815 Principles of Public Speaking (with satisfactory speech)	47	COMM 1100	3
498 Criminal Justice	49	CRJU 1100	3
497 Intro to Law Enforcement	45	CRJU 1125	3
470 Human/Cultural Geography	48	GEOG 1101	3
508 Here's to Your Health	48	PHED 1100	2
490 Lifespan Developmental Psychology	46	PSYC 2103	3
496 Intro to World Religions	49	RELG 1101	3

### STUDY ABROAD PROGRAM

Abraham Baldwin College students have an opportunity to study in a wide variety of international locations. A student can register for ABAC credit for core general education classes and classes for some majors through programs offered by ABAC, through summer study programs sponsored by the European Council of the University System of Georgia, or other USG study abroad consortia. Students can also arrange other study-abroad opportunities through the campus Study Abroad Coordinator. Financial aid is available for many of the programs. For further information, an interested student should contact the Study Abroad Coordinator.

### STUDENT SUCCESS CENTER

The Student Success Center, located on the ground floor of the Carlton Center includes the following: Academic Achievement Center (Math, Writing, Reading, and Peer Centers), Academic Advising Center, and Academic Testing Center.

The Academic Achievement Center provides tutoring and other academic services to all ABAC students. Over 60 hours per week of tutoring in mathematics and English are provided on a drop-in basis. Students should check with the Center each term for tutoring schedules for all other courses. The Writing Center serves the needs of student writers across the curriculum. Students receive assistance with all aspects of writing, from developing a thesis to editing a draft. The Math Center provides tutoring for all levels of mathematics courses from developmental through calculus.

The Academic Testing Center provides COMPASS Placement and Exit Testing and administers the Regents' Testing Program. In addition, workshops and automated test preparation are available.

The Academic Advising Center serves as the central advising resource for Learning Support students. The Center provides seminars designed to help students understand the requirements of each major and to become active partners in the advising process.

### GRADES AND FINAL EXAMINATIONS

Grades are based on performance by the student in the classroom and laboratory as shown through tests, oral responses and other class work, outside assignments, experiments, term papers, other acceptable academic procedures and final examinations. The grade is intended to reflect student progress toward objectives of the course.

Each student, including a candidate for graduation, is required to take final examinations in courses each semester in accordance with the published final exam schedule. No instructor shall deviate from the published schedule of final exams for a class or individual student without the written approval of the school dean.

### THE GRADING SYSTEM

All institutions of the University System of Georgia shall use a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average:

A .....	excellent (4.0)
B .....	good (3.0)
C .....	satisfactory (2.0)
*D .....	passing (1.0)
F .....	failure (0.0)
WF.....	withdrew failing (0.0)

\*While a D grade is considered passing, a D may not be acceptable for progression in certain courses. See course descriptions for specific information.

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

- I — This symbol indicates that a student was producing satisfactory work, but for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed after twelve months, the Registrar will change the symbol "I" to the grade "F." "I's" cannot

- be removed by re-enrolling in and completing a course.
- IP — This symbol is used for Learning Support courses and indicates progress insufficient for completion of the course.
  - W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the semester except in cases of hardship as determined by the Academic Vice President.
  - WM— This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.
  - S — This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.
  - U — This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.
  - V — This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status.
  - K — This symbol indicates that a student was given credit for the course via a credit-by-examination program approved by the respective institution's faculty. (CLEP, AP, Proficiency, etc.)

### **TRANSIENT PERMISSION**

To be eligible for transient permission, the student must have attended ABAC within the past three terms. Permission to enroll on a transient basis at another institution for the purpose of transferring credits back to ABAC must be secured in advance of such enrollment. Transient permission originates with the student's academic advisor, and will only be granted for courses equivalent to an ABAC course. The student must request a copy of the transcript from the other institution sent to ABAC at the end of the transient term.

### **GRADE POINT AVERAGES**

The cumulative Regents' grade point average (RGPA) in each institution of the University System of Georgia will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. Only grades earned in courses numbered 1000 or higher are included in the ABAC RGPA, and if a course is repeated, all grades are included in the RGPA calculation.

Institutional Courses. These are courses which are numbered below 1000 and are, therefore, not bound by the Uniform Grading System. The main difference is that a non-punitive grade of "IP" may be assigned if a student strives but fails to progress sufficiently enough to earn a "C" or higher grade. An "IP" indicates considerable progress was made but not sufficient for a "C" or better. An "F" is appropriate if the student fails to put forth sufficient effort through lack of class attendance and participation.

## Academic Policies and Procedures

The institutional grade point average (IGPA) is similar to the RGPA except that all ABAC credits, including institutional (Learning Support) credits, are included and only the most recent grade earned for repeated courses will be used in the IGPA calculation. The transfer grade point average is similar to the RGPA except that it includes only the earned transfer credits.

The IGPA will be used to determine academic standing at ABAC. However, other institutions may use the RGPA for determining the admission status for transfer students. In addition, only the RGPA will be utilized for determining academic Honors status for Honors Day and for the President's Honor List, the Dean's Honor List, and the Distinguished Achievement List. See the section on Honors Day for more information.

The graduation grade point average (GGPA) is calculated at the time of graduation. The GGPA will include only the grades earned in courses which satisfy degree requirements. If a course is repeated, this GPA includes only the grade earned in the most recent attempt.

Students who graduate from ABAC with a high Regents' GPA and a high Overall GPA are recognized as Honor Graduates. The Overall grade point average is calculated the same as the RGPA except it includes only the credits included in the IGPA and the transfer GPA. See the Honor Graduates section of the catalog for additional information.

### **THE REPORTING OF GRADES**

Mid-term advisory grades are reported on web Banner to a student who has a "C," "D," or "F" in any class. These grades are not entered on the student's permanent record.

Final grades are reported by the instructor to the Office of Enrollment Services within twenty-four hours following the end of the examination schedule. Students should check final grades on web Banner. Final grades are mailed to students placed on suspension. Final grades are mailed to any student who makes a written request through the Enrollment Services Office before the end of the term.

Final grades submitted by the instructor cannot be changed subsequently except when special circumstances merit. A formal grade change request must be submitted to the Registrar by the instructor after the change is approved by the dean of his/her school and the Vice President for Academic Affairs.

### **APPEAL OF GRADES**

A student wishing to contest a grade earned in fall semester must initiate the appeal in writing to the instructor within the first thirty calendar days (from the first day of class) of the following spring semester. A student wishing to contest a grade earned in spring semester or summer term must initiate the appeal within the first thirty calendar days (from the first day of class) of the following fall semester. A student must first appeal the matter in writing to the instructor(s) who taught the course. The appeal must specify reasons indicating why the assigned grade is incorrect or inappropriate. The instructor(s) will respond to the student in writing within ten working days of the date of the appeal. Should this response not satisfy the appeal, the student will appeal in writing within ten working days from the date of the instructor's response to the dean of the academic school in which the course was taught. The dean may conduct a conference including the dean, the student, and the instructor. The dean may convene an impartial committee in the discipline to review pertinent documents. Within ten working days from the date of the student's appeal to the dean, the dean will respond to the student in writing. Should this procedure fail to resolve the appeal, the student must provide a written appeal to the

Vice President for Academic Affairs within ten working days from the date of the school dean’s response. The Vice President for Academic Affairs will then take the appeal to the Academic Review Committee, where further hearings may be conducted. Should this procedure fail to resolve the appeal, the student must provide a written appeal to the President of the college within ten working days of the Academic Vice President’s response. The judgment of the President will be considered the final and binding decision on the matter.

The appeals process is intended to provide a venue whereby a student may voice a claim of discrimination, capricious or unfair dealings, or denial of due process.

### ACADEMIC PROBATION

The college recognizes three categories of academic standing: Good Standing, Academic Probation, and Academic Suspension. Each student’s academic standing will be determined by academic performance as reflected in the institutional grade point average, calculated each semester.

A student is required to maintain a minimum institutional grade point average (IGPA) to remain in good academic standing. Minimum standards are related to total credit hours attempted by the student. These minimum standards are:

<u>Total Hours Attempted</u>	<u>Minimum Cumulative IGPA</u>
0-12	1.5
13-24	1.6
25-36	1.7
37-48	1.8
49-60	1.9
60+	2.0

A student with a cumulative IGPA below the minimum standard will be placed on Academic Probation. A student on Academic Probation is restricted to enrollment in a maximum of 14 semester hours and is required to seek assistance through the Academic Intervention Management Program (AIM). Students on Academic Probation may be in jeopardy of losing financial aid.

### ACADEMIC SUSPENSION

A student not attaining minimum academic standards subsequent to being placed on Academic Probation will be suspended from the college. The minimum standards for avoiding Academic Suspension are related to total hours attempted by the student. These standards are:

<u>Total Hours Attempted</u>	<u>Minimum Cumulative IGPA</u>
0-24	No minimum
25-36	1.5
37-48	1.6
49-60	1.7
60+	1.8

Any student with an IGPA below the above minimum levels will be suspended from the college. The first suspension will be for one semester; subsequent suspensions will be for one calendar year (3 terms). A student may appeal academic suspension by notifying in writing the Vice President for Academic Affairs. Appeals must be filed no later than noon on the day prior to registration day for the semester in which the student wishes to re-enroll.

A student returning to ABAC after suspension will be placed on post-suspension probation and be subject to probation requirements as noted above. Students on post-suspension probation status and attaining a minimum term GPA of 2.0 or higher

will be allowed to continue in the probationary status until the IGPA for good academic standing is reached.

### **LEARNING SUPPORT SUSPENSION**

If a student does not complete requirements for a Learning Support area in twelve semester hours or three semesters, whichever occurs first, the student will be suspended. The student may not be considered for readmission within three years of the suspension.

Prior to suspending a student who has not exited a Learning Support area within the twelve semester hour or three semester limit, the college may allow the student to appeal for one additional course. The student must:

1. be individually evaluated and determined to have a reasonable chance of success.
2. be in an exit level course.
3. have reached the limit in only one Learning Support area.

If granted the additional course, the student may enroll in a maximum of seven semester hours, including the Learning Support course.

### **ACADEMIC RENEWAL**

The Academic Renewal policy allows ABAC degree-seeking students who have experienced academic difficulty to make a fresh start after an absence of five calendar years from Abraham Baldwin College. A student returning after the break will be able to start with a new Academic Renewal Grade Point Average (ARGPA). No grades earned prior to the break will be included in the ARGPA, but courses in which a grade of "C" or better was earned will count toward the degree and will not have to be repeated. However, Academic Renewal has no effect on the cumulative Regents grade point average (RGPA), which includes all credit courses taken excluding learning support/developmental studies courses. If a student does not request Academic Renewal status at the time of re-enrollment after a five year or greater period of absence, the student may do so within three academic semesters of re-enrollment or within one calendar year, whichever come first. For more information regarding the Academic Renewal policy, contact the Enrollment Services Office.

### **INSTITUTIONAL POLICY UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar official will make arrangements for access and notify the student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

No personally identifiable information from the education records of a student will be disclosed to any third party by any official or employee of the college without written consent of the student. FERPA guidelines state that institutions may release, without written consent, those items specified as public or directory information for currently enrolled students and for former students unless the student completes a written request with the Enrollment Services Office to prohibit the release of directory information. The request must be completed in the Enrollment Services Office by the end of the published official drop/add period or it will be assumed that directory information may be disclosed for the current academic term. A request to prohibit the release of directory information will remain in effect until the student notifies the Enrollment Services Office in writing. FERPA defines directory information as information contained in an educational record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, student's name, address, telephone listing, email address, photo, date and place of birth, major field of study, grade level (freshman or sophomore), enrollment status (full-time, part-time, or number of credit hours), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received (including honors such as Dean's list) and the most recent previous educational agency or institution attended by the student.

### **ACADEMIC FREEDOM POLICY**

Abraham Baldwin subscribes to the "1940 Statement of Principles on Academic Freedom and Tenure" published by the American Association of University Professors. With respect to academic freedom and related responsibilities, these principles are as follows:

- The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

## Academic Policies and Procedures

- Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.
  - The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
  - The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
  - The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man {sic} of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman. ("1940 Statement," AAUP)

In the classroom, faculty members should make every effort to create an environment in which intellectual diversity is valued and students have the assurance that they will not be penalized for expressing opinions or beliefs that differ from others' views.

Students who feel they have been penalized because of expressed opinions or beliefs have the right to file a formal written complaint to this effect with the Vice President for Student Affairs or the appropriate school dean. The complaint will be investigated and a determination will be made as to whether disciplinary action is necessary. If students remain unsatisfied with the outcome of the investigation, they have the right to appeal in writing to the Academic Vice President.

### **TRANSCRIPTS AND TRANSFER OF RECORDS**

A transcript is a document containing the student's permanent academic record. It contains a minimum amount of personal data about the student and a chronological account of the student's academic achievements.

Any student or former student who wishes to have a transcript of his/her record at the college released must make the request in writing to the Enrollment Services Office one week prior to the date the transcript is needed. This request may be submitted by mail, fax, or in person and must include complete name and address of the individual or agency to receive the transcript. The request must be signed and dated by the student. A statement describing the purpose for which the transcript is to be used may save the student time and money, since some agencies have special regulations for receiving transcripts.

Transcripts are usually mailed within 3 business days of the date a written request is received. ABAC does not charge for sending transcripts unless a student requests

more than 10 copies in one calendar year or unless a student requests our rush transcript service. There is a \$2.00 per transcript charge if more than 10 copies are requested in a calendar year. We provide a rush, or same day, transcript service for a charge of \$20.00 per transcript. Rush transcript requests submitted and paid for by 3:00 pm, will be available for pick up between 4:30 - 4:45 pm on the same business day.

#### **PRESIDENT'S HONOR LIST**

Superior achievement in academics is recognized each semester by the publication of a President's Honor List, which includes those students who complete 12 or more academic hours (non-Learning Support) with a Regents' grade point average of 4.0.

The President's Honor List is provided to the hometown newspapers of those students whose names appear on the list.

#### **DEAN'S HONOR LIST**

Excellence in scholastic achievement is recognized each semester by the publication of a Dean's Honor List naming those students who complete all academic work for which they are registered during the semester with a minimum Regents' grade point average of 3.3, and who carry at least 12 hours of academic (non-Learning Support) work.

The Dean's Honor List is provided to the honor students' hometown newspapers.

#### **DISTINGUISHED ACHIEVEMENT LIST**

The Distinguished Achievement List, published at the end of each semester, recognizes excellence in scholastic achievement among part-time students. To be included on the Distinguished Achievement List, a student must have completed between six and eleven semester hours of academic (non-Learning Support) course work with a term Regents' grade point average of 3.3 or higher.

#### **HONORS PROGRAM**

The Abraham Baldwin Honors Program is a combination of special experiences during the freshman and sophomore years which together provide a more meaningful college career for academically talented students than would otherwise be the case.

All courses in the Honors program encourage student participation through interactive classroom techniques; all classes require the students to engage in some substantial research and/or use of sources beyond the assigned textbook to supplement and enhance the students' understanding of the course material and assignments.

The Honors Program consists of two Honors Seminar courses and six specifically modified Core Curriculum courses (additional Honors Seminars can be offered as needed). Honors Program students take the two Seminar courses as freshman and two of the Core courses each year. These courses are scheduled alongside other courses required for completion of the student's degree.

Upon completion of the Honors Program, a student should be better prepared to undertake junior and senior level work at institutions to which he or she transfers after leaving ABAC.

Normally, membership in the Honors Program is gained by invitation from or application to the Honors Director. For further information, contact the Honors Program Director.

**CORE CURRICULUM HONORS COURSES**

CISM 2201H Fundamentals of Computer Applications (Honors).....	3 hours
COMM 1100H Human Communication (Honors).....	3 hours
ENGL 1101H Composition I (Honors).....	3 hours
ENGL 1102H Composition II (Honors).....	3 hours
ENGL 2132H Survey of American Literature II (Honors) .....	3 hours
HIST 2112H United State History II (Honors).....	3 hours
POLS 1101H American Government (Honors) .....	3 hours
SCIE 1005H Environmental Science (Honors).....	4 hours

**HONORS SEMINARS**

HNRS 1101 Honors Seminar.....	1 hour
HNRS 1102 Honors Seminar.....	1 hour
HNRS 2101 Honors Seminar.....	1 hour
HNRS 2102 Honors Seminar.....	1 hour

**HONORS DAY**

Honors Day was introduced to give public recognition to students who achieve high scholastic records. A student is selected for honors on the basis of the following criteria:

1. completing 15 non-institutional semester hours at Abraham Baldwin with a 3.2 cumulative Regents' grade point average qualifies a student as an Honor Student.
2. completing 15-44 non-institutional semester hours at Abraham Baldwin with a 3.75 cumulative Regents' grade point average qualifies a student as a Superior Honor Student.
3. completing 45 non-institutional semester hours at Abraham Baldwin with a 3.75 cumulative Regents' grade point average qualifies a student as a Distinguished Honor Student.

**REQUIREMENTS FOR GRADUATION**

Bachelor degrees and Associate degrees in Arts, in Science, and in Applied Science are awarded in a graduation ceremony at the end of the Spring and Fall Semesters to those students meeting requirements. Participation in the graduation ceremony is encouraged.

Students must meet the graduation requirements as listed in a single ABAC catalog which is not more than five years old at the time of their graduation and which is in effect for a term during which they earned academic credit at ABAC. There will be no exceptions unless specifically approved by the Vice-President for Academic Affairs.

In order to meet the graduation requirements at Abraham Baldwin, a student must:

1. complete the required courses and credit hours outlined in the catalog for the degree and major for which he/she is a candidate.
2. have a 2.0 or higher graduation grade point average and have completed a minimum of 60 semester hours of academic work for an Associate's degree or 120 semester hours of academic work for a Bachelor's degree, plus physical education courses.
3. earn at least 30 semester hours at Abraham Baldwin which are applicable to the B.A.S. degree or earn at least 20 semester hours at Abraham Baldwin which are applicable to the A.A. or A.S. degrees or 30 hours at Abraham

- Baldwin which are applicable to the A.A.S. degree for which he/she is a candidate. Transfer, CLEP, Advanced Placement, Physical Education and Freshman Seminar credit do not count as resident credit.
4. satisfactorily complete all parts of the Regents' Exam as required by the specific program requirements.
  5. satisfy minimum computer competency through successful completion of, or exemption from, CISM 2201 or equivalent.
  6. satisfy speech competence requirement through successful completion of COMM 1000 or COMM 1100 (or BUSA 2105 taken Fall 2007 or after for Business Administration majors).
  7. comply with the Georgia law which requires a minimum level of competence in Georgia and U.S. History and in Georgia and U.S. Constitution through examination or through specified courses.
  8. complete required physical education or have a specifically approved exemption filed with the Office of Enrollment Services (see PHYSICAL EDUCATION REQUIREMENTS section).
  9. meet all financial and other obligations to the college.
  10. apply for graduation with the Enrollment Services Office during the following time periods:  
Fall and Spring semesters: The day after drop/add ends through the end of the fourth week of classes.  
Summer Semester: The day after drop/add ends through the end of the third week of classes.  
Applications received after the ceremony will be evaluated with the following semester's applications.
  11. pay \$20 graduation fee before turning in application to the Enrollment Services Office. A late charge of \$10 is required if the application is turned in after the deadlines in item 10 above.
  12. If a student is completing graduation requirements at another institution, he/she must have the other institution send an official copy of the transcript to ABAC within one week of the graduation date. In order for the student to participate in ABAC's graduation ceremony, the Enrollment Services Office must receive verification that the student remains enrolled in the required course(s) after the other institution's mid-term withdrawal deadline. This verification should be received no later than the last day of classes for the ABAC graduation term.

A student who is a candidate for a certificate must:

1. complete the required courses prescribed in the catalog for the certificate for which he/she is a candidate.
2. have a 2.0 or higher graduation grade point average.
3. earn at Abraham Baldwin at least 2/3 of the coursework required for a certificate program. Transfer, CLEP, Advanced Placement, Physical Education and Freshman Seminar credit does not count as resident credit.
4. meet all financial and other obligations to the College.
5. apply for graduation with the Enrollment Services Office in the final semester of attendance. The application deadlines are:  
Fall Semester – 4<sup>th</sup> Friday after classes begin  
Spring Semester – 4<sup>th</sup> Friday after classes begin  
Summer Semester – 3<sup>th</sup> Friday after classes begin  
Applications received after the ceremony will be evaluated with the following semester's applications.
6. pay \$20 graduation fee before turning in application to the Enrollment

## Academic Policies and Procedures

Services Office. A late charge of \$10 is required if the application is turned in after the deadlines in item 5 above.

7. for certificate programs requiring more than 19 hours of coursework, students must comply with the Georgia law which requires a minimum level of competence in Georgia and U.S. History and in Georgia and U.S. Constitution through examination or through specified courses.
8. for certificate programs requiring more than 19 hours of coursework, students must complete required physical education or have a specifically approved exemption filed with the Office of Enrollment Services (see PHYSICAL EDUCATION REQUIREMENTS section).

A student who does not satisfy the graduation requirements in the term specified on the graduation application should contact the Enrollment Services Office and inform us of plans for completing the degree requirements. The graduation application of these students will be kept in the Enrollment Services Office for one calendar year. If a student does not meet all of the graduation requirements within one calendar year of the original intended term of graduation, the student will be required to submit another graduation application and pay another graduation application fee.

Students may earn any combination of the following:

1. Students may earn multiple B.A.S. degrees.
2. Students are allowed to receive only one A.A. degree.
3. Students are allowed to receive only one A.S. degree.
4. Students may earn multiple A.A.S. degrees.
5. Students may earn multiple certificates.

Example: A student may receive one A.A. degree, one A.S. degree, five A.A.S. degrees, and three certificates from ABAC. The student would need to submit a graduation application and pay the graduation application fee for each of these degrees/certificates.

### HONOR GRADUATES

Students who graduate with a high Regents' GPA and a high Overall GPA are recognized as honor graduates.

Honors – Regents' and Overall GPA's of 3.3 to 3.74.

High Honors – Regents' and Overall GPA's of 3.75 to 3.94

Highest Honors – Regents' and Overall GPA's of 3.95 to 4.0

### STATUS OF GRADUATES

Students who are awarded degrees from Abraham Baldwin Agricultural College are not automatically entitled to transfer to advanced standing in a four-year college or university. Each institution prescribes its own admission requirements. A student who wishes to transfer to a higher-level institution must satisfy the course and grade requirements of the college to which he/she intends to transfer.

### REGENTS' TESTING PROGRAM

#### REGENTS' TESTING PROGRAM ADMINISTRATIVE PROCEDURES

These procedures implement Policy 307 of the Board of Regents of the University System of Georgia.

##### i. Regents' Reading and Writing Skills Requirements

Students enrolled in undergraduate degree programs leading to the baccalaureate degree and certain Technology Program degrees shall pass the Regents' Reading Skills and Regents' Writing/Essay Skills Tests as a requirement for

graduation. The Regents' Test, both Reading and Essay, must be taken during the first semester the student is enrolled in English 1101. If one part of the Test is not passed, the appropriate Remediation Course must be taken and passed before retaking that part of the Test. Remediation courses for either part of the Test are offered for institutional credit. Students enrolled in a Regents' Skills course must pass the corresponding Regents' Test in order to receive a passing grade for the course.

Students transferring from outside of the System or from a System program that does not require the Regents' Skills courses must take the courses if they have not passed or exempted the courses during their first semester of enrollment in ENGL 1101 and passed both parts of the Test.

The following are the specific implementation procedures:

- a. Students in programs leading to the baccalaureate degree and certain Technology Program degrees are expected to have satisfied the Regents' Reading and Writing Skills Requirements by the time they complete 45 college-level semester credit hours.
- b. These requirements apply regardless of whether the student has taken or passed any other courses, including English courses above 1101, or completed any other institutional requirements.
- c. College-level credit hours include all credit with the exception of institutional credit.
- d. Students may remain enrolled in only the Regents' Test Remediation courses if they withdraw from all Learning Support classes.
- e. Students pass the Regents' Test by scoring at or above the following:
  - Regents' Reading Test score: 61
  - Regents' Essay Test score: 2
- f. Students are not required to take the Regents' Test Reading portion by scoring at or above specified scores on the following examinations:
  - SAT-I Verbal exemption score: 510
  - ACT Reading exemption score: 23(SAT or ACT scores must be from a national administration. Scores from institutional SAT or residual ACT test will not be acceptable for this purpose.)
- g. Students are not required to take the Regents' Test Essay portion by scoring at or above specified scores on the following examinations:
  - College Board AP English Language and Composition exemption score: 3
  - College Board AP English Literature and Composition exemption score: 3
  - International Baccalaureate higher-level English exemption score: 4
  - SAT II English Writing exemption score: 650
- h. Additional standardized test scores may be specified by the Senior Vice Chancellor for Academics and Fiscal Affairs for use in exempting RGTR 0198 and RGTE 0199. Such scores must be from a national test administration and must indicate a very high probability (at least .95) of passing one of the courses or the associated component of the Regents' Test. Tests used to exempt the writing requirement must include an externally-graded writing sample.
- i. Students are required to take the Regents' Test in the semester in which they are enrolled in English 1101.
- j. Having passed the Regents' Test Reading or Essay portions shall not be a condition of transfer into an institution. Students with 30 or more semester credit hours transferring from outside of the System or from a System program that does not require the Regents' courses are required to take the Regents' Test during their first semester of enrollment in English 1101.

## Academic Policies and Procedures

- k. Students entering with AP credit, credit from other advanced placement programs or examinations, and/or joint enrollment credit are required to take the Regents' Tests during their first semester of enrollment in ENGL 1101.
  - l. ABAC requires all transfer degree students to pass the Regents' Test in order to graduate. The ADN Nursing degree students graduating under catalogs prior to Fall 2006 are required to pass the Regents' Test as a graduation requirement.
  - m. For career-technology programs, the following degrees do not require the Regents' Test to be passed:
    - Agricultural Business Technology (provided a grade of "C" or better is earned in both ENGL 1101 and ENGL 1102)
    - Fashion Merchandising
    - Children and Family Services
    - Interior Design
    - Agricultural Engineering Technology
    - Golf Turf Management
    - Commercial Turf Management
    - Sports Turf Management
    - Landscape Design and Grounds Management
    - Ornamental Production
    - Golf Clubhouse Management
    - Cooperative degrees with Moultrie Technical College and East Central Technical College
  - n. The Regents' Reading Test and Regents' Essay Test are to be administered in accordance with the instructions provided in the Regents' Testing Program Administration Manual.
  - o. Institutions are responsible for enforcing the requirements related to the Regents' Reading Skills and Regents' Writing Skills courses.
- ii. Guidelines for Regents' Reading Skills and Regents' Writing Skills Courses**
- a. Students enrolled in a Regents' course must pass the corresponding Regents' Test in order to receive a passing grade for the course.
  - b. Students not passing the course receive a "U" and must repeat the course until they pass. Those passing receive a grade of "S".
  - c. Each course carries two hours of institutional credit.
  - d. The following are the course descriptions:
    - Regents' Reading Skills (RGTR 0198)**

The Regents' Reading Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in reading comprehension. Students work on improving their comprehension of material drawn from a variety of subject areas (social science, natural science and humanities) with various modes of discourse (exposition, narration and argumentation). Critical thinking and the following four major aspects of reading are emphasized: vocabulary in context, inferential and literal comprehension, and analysis.
    - Regents' Writing Skills (RGTE 0199)**

The Regents' Writing Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in writing. Students learn to evaluate their own writing strengths and weaknesses and work on improving their writing skills so that they are able to write an essay meeting the Regents' criteria.
- iii. Special Categories of Students**

- a. **Students Holding a Baccalaureate or Higher Degree**  
A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to pass RGTR 0198 or RGTE 0199, or take the Test, in order to receive a degree from a University System institution.
- b. **Students Whose Native Language Is Not English**  
Non-native speakers of English must have graduated from a non-U.S. high school in order to receive extra time on the test, or have proof of taking the GED in Spanish, or the TOEFL or MELAB for proof of English proficiency. Students whose first language is not English take the test in two parts at separate times and are allowed double time. The Regents' Test is required during enrollment in ENGL 1101.
- c. **Students With Disabilities**  
ABAC complies with the Americans with Disabilities Act. For students with appropriately approved documentation for disabilities, approved accommodations are provided on a case-by-case basis. Arrangements for special accommodations are made through the Student Development Center.
- d. **Former Students**  
Students who failed the Regents' Reading Test before Fall Quarter, 1980, shall not be held to a higher passing standard at a subsequent retaking of the test than was in effect at the time of their original attempt. All transfer program degree and certain Technology Program degree students, regardless of when they entered the system, are required to take the Test during enrollment in ENGL 1101.
- e. **Students Residing Out Of State**  
Students who live out of state may be permitted to have the Regents' Tests administered out of state if they have fulfilled course requirements and follow the procedures outlined in the Regents' Testing Program Administration Manual.

#### **iv. Essay Review**

A student may request a formal review of his or her Regents' Essay Test if that student's essay received at least one passing score among the three scores awarded. The review procedures will be as follows:

- a. A student must initiate the review procedure by mid-term of his/her first semester of enrollment after the semester in which the essay was failed. The review must be initiated, however, within one calendar year from the semester in which the failure occurred.
- b. Students whose essays are under review must enroll in the Regents' Writing Skills course before taking the Test again.
- c. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three faculty members designated by the institution as a review panel. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing Program Office at Georgia State University in Atlanta. The student will be notified concerning the results of the on-campus review. A decision by the on-campus review panel to terminate the review process is final.
- d. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with the essay, to the office of the System Director of the Regents' Testing Program at Georgia State University in Atlanta. The Director will utilize the services of three

experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the Regents' Essay Test. The decision of the panel on the merits of the essay will be final, thus terminating the review process. The student will be notified through the institution concerning the results of the review.

### **SPECIAL ADMINISTRATION OF THE REGENTS' TEST**

#### **STUDENTS WITH VISUAL, HEARING, OR MOTOR IMPAIRMENT**

An alternative means of examining students with visual, hearing, or motor impairment may be used and examination shall equal the standards of the Regents' Tests. In most cases, the Regents' Test is administered with accommodations determined by the institution on the basis of the student's appropriately documented and approved needs.

The Regents' Reading Test administration for a student with a visual, hearing, or motor impairment should correspond as closely as possible to the student's usual means of obtaining information from text. A visually impaired student, for example, could use the Braille, large-print, recorded or text-to-speech version of the Reading Test.

If a student with a visual, hearing, or motor impairment is unable to handwrite an essay on the regular Essay Test form for rating, the essay may be copied to the regular Essay Test form by a proctor and submitted to the Regents' Testing Program Office for rating. The Regents' Testing Program Office cannot obtain ratings for essays that are not written on the regular test form or that are otherwise identifiable as special administrations.

#### **STUDENTS WITH LEARNING DISABILITIES OR OTHER DOCUMENTED NEEDS**

The following procedure is for the accommodation of students who are competent in the skills required by the Regents' Reading Skills and Regents' Writing Skills courses but are unable to demonstrate competence in a standardized administration of the Regents' Tests because of a learning disability or other documented disability. A diagnosis of learning disability must include evidence of a discrepancy between ability and achievement in the area affecting test performance and must be consistent with the definition and criteria for evaluation provided in Section 2.22 of the Academic Affairs Handbook. This documentation must be approved by the Regents' Center for Learning Disorders and is coordinated through the Student Development Center. Arranging for appropriate documentation and approval of accommodations needs to be completed before a student enrolls for classes.

The documentation for each student is to be maintained by the institution.

#### **Allowable Accommodations and Restrictions**

The accommodations that may be made are limited to the following:

- extended time
- separate room for test administration
- large-print test format
- use of a word processor or scratch paper for composing the essay (The student must handwrite the essay on the regular essay form for grading, or, if the student's diagnosis indicates an inability to copy the essay, the test administrator or proctor must copy the essay as written by the student with no changes and send both the original and copied essay to the Regents' Testing Program Office.)
- reading of the essay to the student (If the student's diagnosis indicates a visual processing deficit that prevents the student from reading his or her own essay accurately, the proctor may read the essay aloud exactly as written)

while the student makes corrections to the essay.)

- transcription of reading test responses to the scanner sheet
- Essays must be rated through the usual rating process, which does not allow for the provision of any information about the student to the raters. Raters cannot be asked to take a student's disabilities into account when rating an Essay. Instead, appropriate modifications in the test administration process must allow the student's essay to be rated through the usual process.

All test administrations must meet the following conditions:

- The Essay and Reading Test responses must be submitted to the Regents' Testing Program Office for scoring.
- The product submitted must be in the standard format for grading: the essay must be handwritten on the regular Essay Test form with no extra paper, and the Reading Test responses must be recorded on the student's scanner sheet.
- Tests must be administered under secure conditions, and all work must be completed under supervision.

Accommodations other than those described above may be made only by the Regents Center for Learning Disorders. The Centers will make recommendations for students with learning disabilities or acquired brain impairment. The procedures used by the Centers are described in Section 2.22.

The Regents' Reading and Writing Skills courses may not be waived for students with disabilities. However, appropriate accommodations can be provided with appropriately approved documentation.

#### **STUDENTS ENROLLED IN REGENTS' READING SKILLS OR REGENTS' WRITING SKILLS COURSES AT LEAST TWICE**

Students who perform well in RGTR 0198 or RGTE 0199 but continue to fail the corresponding Regents' Test may have test anxiety that interferes with their test performance. A student may be given double time if he or she has been enrolled in RGTR 0198 at least twice or not passed the reading test after two attempts; or enrolled in RGTE 0199 at least twice or not passed the writing test after two attempts and there is evidence that the student has the skills required for passing the corresponding Regents' Test but is unable to display the skills during a regular timed test administration.

#### **THE LEARNING SUPPORT PROGRAM**

The Learning Support Program offers courses in English, reading, and mathematics. All learning support courses numbered below 1000 carry institutional credit only. All entering students are required to take the COMPASS placement tests in writing, reading, and mathematics to determine whether they are required to take learning support courses. Exception: Students who graduated high school less than 5 years ago with a College Preparatory Diploma may not be required to take all parts of the placement test if they also achieve certain SAT/ACT scores. For current exemption scores, visit this web site at [www.abac.edu/Compass](http://www.abac.edu/Compass).

Non-traditional students must take all three areas of the COMPASS placement test. A student scoring below the minimum score on the writing, reading, and/or mathematics placement test, must take the appropriate learning support courses since these courses are designed to teach skills needed for success in college level work. Placement test scores, ACT or SAT scores, and high school records are used to determine whether a student is placed in learning support courses, regular college courses, or advanced college courses. Below is a summary of the learning support requirements from the Learning Support Policy of the University System of Georgia.

A. Until learning support requirements have been satisfied, students shall not be

## Academic Policies and Procedures

permitted to take credit courses which require the content or the skills of the prerequisite courses. Students with learning support placement must:

1. exit or exempt learning support reading as a prerequisite for social, natural, and physical science courses;
  2. exit or exempt learning support English and reading as prerequisites for college-level English;
  3. exit or exempt learning support mathematics as a prerequisite for mathematics, physics, and chemistry;
- B. The following requirements apply to those students who have learning support requirements:
1. During each semester of enrollment a student must first register for all required learning support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:
    - When two or three learning support areas are required and a student is enrolled in at least one learning support course, a freshman seminar course or physical education or other activity or performance courses may be taken that semester instead of one of the required learning support courses.
    - In the event that a required learning support course is not available, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the school dean.
  2. Students who have accumulated 20 semester hours of college-level credit and have not successfully completed required learning support courses may enroll only in learning support courses until requirements are successfully completed.
  3. Students with learning support requirements who are enrolled in both learning support courses and credit courses may not withdraw from the required learning support courses with a "W" unless they also withdraw from credit courses.
  4. To exit a learning support area, students must successfully complete (C or better) the exit level learning support course in that area, meet any established institutional standards, and attain at least the University System minimum score on the appropriate part of COMPASS. An exit writing sample shall also be required in learning support English.
- C. If a student does not complete requirements for an area in twelve semester hours or three semesters, whichever occurs first, the student will be suspended. The student may not be considered for readmission within three years of the suspension.
- Prior to suspending a student who has not exited a learning support area within the twelve-semester hour or three semester limit, an institution may allow the student to appeal for one additional course. The student must:
- be individually evaluated and determined to have a reasonable chance of success
  - be in an exit level course
  - have reached the limit in only one learning support area
- If granted the additional course, the student may enroll in only the learning support course and no more than three additional credit hours.
- D. The process for submitting a Learning Support appeal is as follows.
1. A student must:
    - complete Part I of the Learning Support Appeal Form;
    - obtain a positive recommendation from the most recent Learning Support instructor on Part II of the appeal form;

- attach a letter specifying the reasons for his/her appeal;
  - submit the completed appeal packet to the Office of Student Success no later than five calendar days after the last final exam date of the semester;
  - appear in person before the Academic Review Committee.
2. The Chairperson of the Academic Review Committee will inform the student of the Committee's decision at the time of the Committee meeting and the Secretary to the Vice President for Academic Affairs will confirm the Committee's decision in writing. If the appeal is granted, the student may enroll in the Learning Support course and one additional course during the semester of the additional attempt. Only one appeal semester is allowed. A student may appeal the decision of the Academic Review Committee in writing to the Vice President for Academic Affairs.
- E. Students who have been suspended from the institution without completing learning support requirements may not be exempted from their learning support requirements through transfer of course credit unless they are eligible for transfer admission under the institution's regular transfer admission policies.
- F. Students who have not taken any college work in the University System for three years may be retested with COMPASS (in any unsatisfied area) and readmitted without a learning support requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may appeal for readmission. Students readmitted under this provision are subject to the 20-hour limit on college-level course work and may not take credit work if they had earned 20 credit hours during their previous period(s) of enrollment.
- G. Students with learning disorders who are required to enroll in learning support must fulfill all stated requirements, including the COMPASS requirements. These students should be provided with appropriate course accommodations.

Appropriate course and testing accommodations will be made for students with visual, hearing, or motor impairment.

## **ABAC ON THE SQUARE, EVENING PROGRAMS, AND COLLEGE/UNIVERSITY PARTNERSHIPS**

### **GENERAL INFORMATION**

Abraham Baldwin Agricultural College seeks to accommodate both traditional and non-traditional students through flexible programming designed to provide educational opportunities when and where students need them. Through the on-campus evening program, a student may obtain one of seven different associate degrees entirely by attending classes at night.

A student may also attend classes at ABAC on the Square in Moultrie, where many core curriculum courses are offered. In addition, through cooperative agreements with East Central Technical College and Moultrie Technical College, a student may earn an associate of applied science degree in one of several different areas.

Students also have the opportunity to earn other four-year degrees from a partnership with Georgia Southwestern State University. The courses are delivered on the ABAC campus through lecture, distance learning, and online classes. These programs permit students to receive certain four-year degrees without leaving the ABAC campus.

### **ADULT COLLEGE ENTRY (ACE) PROGRAM**

Adults who want to enter college after being out of school for a number of years

may opt to participate in the Adult College Entry (ACE) Program. During the eleven-week program, ACE participants

- complete each step in the admissions, placement, financial aid, advising, and registration processes;
- learn how to take notes, how to study, how to manage their time, and how to master other skills that will contribute to success in college; and
- brush up on math skills in a program tailored to individual needs and goals.

Prospective students who want more information about the ACE Program should call the ABAC Public Service & Business Outreach Center.

### **NON-TRADITIONAL STUDENTS**

Abraham Baldwin has long been known as an academic institution that is willing to help those who are willing to help themselves. This is evidenced by a rapidly growing segment of the student body, non-traditional students, who wholeheartedly embrace both the work ethic and a creed of self-improvement. In turn, the college endorses their efforts, believing that those who are willing to help themselves add a special dimension to the learning process and should be encouraged to do so.

Abraham Baldwin is committed to accommodating the needs of non-traditional students by offering college transfer, career, and developmental programs at times and places which are convenient. It acknowledges that most non-traditional students are adult learners who have family and work responsibilities. Because of this, many have special needs but quite often possess unique strengths and experiences which enhance the classroom environment.

### **ON-CAMPUS EVENING DEGREE PROGRAMS**

Through Abraham Baldwin Agricultural College's Evening Program, a student may take advantage of eight different degree programs available during the evenings on campus or may choose to take courses to satisfy a personal interest or a job-related need

Associate of Science — Criminal Justice

Associate of Arts — Psychology

Associate of Arts — Sociology

Associate of Science — Business Administration

Associate of Science — Early Childhood Education

Associate of Science — Human Services (Social Science)

Associate of Applied Science — Cooperative programs with East Central Technical College and Moultrie Technical College

In addition to these, courses from all core curriculum areas in college parallel (transfer) programs at Abraham Baldwin are offered through the evening program. Also, because of a unique partnership, ABAC offers cooperative programs leading to four-year degrees in Business and Education with Georgia Southwestern State University.

### **FINANCIAL AID**

Financial aid is available to evening and off-campus students who qualify. Special scholarship opportunities are available for deserving non-traditional, part-time students as well. Scholarship applications may be obtained from the Office of the Vice President for Academic Affairs. The deadline for submitting scholarship applications is March 1 each year. For specific information on financial aid, contact the Financial Aid Office.